

NCLB

ACCOUNTABILITY

PRESENTATION

Dee Beck, Presentation for Administrators Conference, August 2003

PERSISTENTLY DANGEROUS SCHOOLS (TITLE IV)

Challenge: Students feel and are safe in school

Criteria:

A. In each of three consecutive years:

1. The school has a federal and/or state gun-free schools violation; or
2. A violent criminal offense is committed on school property which includes but is not limited to school buses or school activities; and

Criteria (continued)

- B. In any two years within the three-year period listed above, the school experienced expulsions by local board action, for drug, alcohol, weapons or violence that exceed one of the following rates:

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- More than 5 expulsions per year for a school of less than 250 students;
 - More than 10 expulsions per year for a school of 250 students but less than 1,000 students;
 - More than 15 expulsions per year for a school of 1,000 or more.

School Choice: Title IV

- Students enrolled in a persistently dangerous school;
- Student who is a victim of a violent criminal offense while on school property.

Violent Criminal Offenses:

The same offenses that districts report to local law officials as identified in Missouri Safe Schools legislation.

160.261, RSMo

Does not include third degree assault

Prevention:

Any building that meets one criteria in any year may receive technical assistance for preparing and implementing a plan to prevent the building from meeting the criteria a second year.

ENGLISH LANGUAGE ACQUISITION (TITLE III)

Challenge: The percent of LEP students who are proficient in English increases each year.

- Every child with Limited English Proficiency must be assessed each year for English Language Acquisition
- Program entry assessment
- Letter to parents with plan for services

English Language Acquisition (Title III) continued

- The MACII is the assessment.
(Given in late winter) (Number
assessed determines next
year's allocation)

English Language Acquisition (Title III)

- Scores reported include:
 - Speaking
 - Listening
 - Reading
 - Writing
 - Comprehension

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- All LEP students take MAP even if they enroll the day before the test is given.

LND (Level Not Determined) vs. STEP ONE: A valid attempt on all three test sessions is necessary in order to receive a MAP score. The valid attempt rules are:

LND (Level Not Determined) vs. Step One: (continued)

- Session 1: any one item attempted
- Session 2: any one item attempted
- Session 3: attempt any five items or get one correct in the Terra Nova item group

HIGHLY QUALIFIED TEACHERS (TITLE II)

Challenge: All teachers to be highly qualified by Spring 2006.

Criteria:

- Have full, appropriate certification by the state
- New Elementary Teachers:
 - Bachelor's degree
 - Pass state test demonstrating subject knowledge and teaching skills in reading, writing, math, and other areas of elementary school curriculum

Highly Qualified Teachers (Title II) (continued)

- New Middle/Secondary Teachers:
 - Bachelor's degree
 - Demonstrate subject competency in each subject taught, academic major or coursework equivalence, graduate degree or advance certification, or pass state test for appropriate area

Highly Qualified Teachers (Title II) (continued)

- Existing public teachers must have at least a bachelor's degree, demonstrate competency in all subjects taught, be fully certified.

High Objective Uniform State Standard of Evaluation (Housse Rule)

- 3 consecutive years of teaching the level and content and
- 3 consecutive successful evaluations

HIGH-QUALITY PROFESSIONAL DEVELOPMENT (TITLE II)

Challenge: Annually increase the percent of teachers who engage in high quality professional development

Criteria:

Part I: Overall Characteristics (all)

Part II: Types of Activities (at least one)

Part III: Topics (at least one)

ADEQUATE YEARLY PROGRESS SCHOOL IMPROVEMENT (TITLE I)

Challenge: Every child proficient in reading and math by 2014

Annual goals -- Same for all levels and all Subgroups

LND (Level Not Determined) for all groups not more than 5%

GOALS AND GROUPS

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Com Arts	18.4	19.4	20.4	38.8	39.8	40.8	59.2	60.2	61.2	79.6	80.6	81.6	100
Math	8.3	9.3	10.3	31.1	32.1	33.1	54.2	55.2	56.2	77.1	78.1	79.1	100

All	Pacific Islander	<p>Intermediate goals – Equal increments that have all children at Proficient by 2014</p> <p>LND (Level Not Determined) must not be more than 5%</p> <p>Other Indicators: Elementary, Middle-Attendance, High School-Graduation rate</p>
Asian	White	
Black	Other	
Hispanic	Free and Reduced Lunch	
Indian	IEP	
LEP		

All Groups Must Make AYP In Both Subjects

SAFE HARBOR

The group of all students or any of the subgroups will be considered to have made AYP if the percentage of students in that group who were not proficient or above decreased by 10 percent from the preceding school year. That group must also have made progress on the additional indicator.

SCHOOL IMPROVEMENT

A building goes into school improvement after two consecutive years of not making AYP

First Year in School Improvement:

- Offer school choice if possible
- Plan for making school improvement

SCHOOL IMPROVEMENT

Second Year in school improvement

- Continue offering school choice
- Continue implementing plan
- Offer supplemental services

School Improvement Plan (1116.(b)(3)(A))

Not later than three months after being identified and in consultation with parents and staff a two year plan to include:

1. Research based strategies to improve student achievement in reading and math

SCHOOL IMPROVEMENT PLAN (continued)

2. High quality professional development for teachers and principal that addresses areas causing school to be in school improvement and that all can participate in
3. Specific measures the district will take to assist the school

SCHOOL IMPROVEMENT PLAN (continued)

4. Strategies to promote effective parent involvement
5. Strategies for extended day, week and year activities
6. Teacher mentoring program

REPORT CARD

- Information on student achievement at each level on the MAP for the following: All, race, ethnicity, gender, disability status, Migrant, LEP, economically disadvantaged*

****Not reported for any group whose cell size is less than 30***

REPORT CARD (continued)

- Comparison for All and each disaggregated group about how well they did on AYP goals.*
- Two year trend data in student achievement in reading and communication arts for each grade level assessed.

****Not reported for any group whose cell size is less than 30.***

▪ **REPORT CARD (continued)**

- Information on attendance rates and graduation rates for All.
- Number and name of building(s) identified for school improvement.

REPORT CARD (continued)

- The percentage of teachers teaching with temporary certificates or other categories that don't meet the "highly qualified" criteria; the percent of classes not taught by highly qualified teachers in the aggregate and disaggregated by high poverty compared to low poverty schools.

Timeline:

September 2003 - Complete Grade-Level Expectations

2003-2005 - Develop new Communications Arts and Math assessments
Revise existing Communications Arts and Math assessments, as necessary
Begin revision of MAP-Alternate
Pilot and field-test new assessments
Conduct standard setting for cut scores and achievement levels for new assessments

Timeline: (continued)

2005-2006 - Administer assessment system that includes new and revised assessments
Compile technical information

2007-2008 - Assessment system will also include Science assessments for elementary, middle, high school grade spans

Corrective Action

Must respond to:

- The consistent academic failure of the school
- Underlying staffing, curriculum, or other problems

Corrective Action(continued)

At least one:

- Replace school staff
- Fully implement a new curriculum (including professional development) based on scientific research
- Decrease management authority at the school level

Corrective Action (continued)

- Appoint an outside expert
- Extend school year or school day
- Restructure the internal organization of the school

Alternative Governance

- Reopen building as a charter school
- Replace school staff
- Contract with an entity with a demonstrated record of effectiveness
- Turn operation over to the state
- Other major restructuring

Letters to Parents

All Schools:

Inform Parents

- Uncertified Teacher
- Uncertified sub for more than four weeks
- Right to know qualifications of teacher
- Results on English Language Acquisition Assessment and services

Letters to Parents (continued)

Schools In School Improvement:

Inform Parents

- That school is in improvement
- Of school choice options
- Of supplemental services

Letters to Parents (continued)

Schools in Corrective Action Inform Parents

- Of school status and what action is taken

Letters to Parents (continued)

Persistently Dangerous Schools Inform parents

- School is identified as persistently dangerous
- Transfer option to safe school within district